

THE
R.C.C.
FACULTY
GAZETTE

*A Journal of the Faculty of Roxbury Community College
Volume 1 Number 1
Spring, 1989*

The RCC Faculty Gazette begins publication with this issue in an atmosphere of crisis. The political and economic climate of the past decade has put increasing pressure on Roxbury Community College as a public educational institution in a state where public funds are more and more limited. Even greater has been the pressure on the communities and on the individual students we serve. African-Americans have seen their relative status in education, health and economic position eroded. Hispanics, Haitians and other nationalities have experienced parallel pressures. Asians and all minorities have experienced rising numbers of racial attacks as their communities have grown. All working people in the Boston area have suffered under an enormous inflation in the cost of housing and other necessities of life. The high tech balloon in Massachusetts has deflated. Jobs are plentiful at very low wages. Drugs are plentiful everywhere. People are competing against each other for scarce resources. These pressures are felt in the relations among members of the college community every day. Tensions are high and resolutions are few. On the streets these tensions erupt in violence. In the college there are angry words and closed minds.

Part of the pressure is caused by our own growth as a school both in diversity and complexity. We have added the Nursing Division, Boston Business School, the Adult Literacy Resource Institute, New Beginnings, a departmental chair structure and many more new programs. It often seems difficult to keep up with new and affiliated programs. Committees charged with their oversight find themselves far behind the times.

In many ways we have an institutional culture at our college that is oral rather than written. As a small college, with a history of struggle, faculty, students, staff and administration have historically worked closely together and have known each other well. As the college has doubled in enrollment in the past six years, it has also grown more diverse. More cultures, more languages, more countries and more

**CONTENTS: RCC FACULTY GAZETTE
NUMBER ONE SPRING, 1989**

Introduction by Nancy Teel	page 1
TESOL 1989 by Manju Hertzig	page 2
The Little Student Who Could by Raymond E. Turner	page 4
EN101 Entrance Exam by Ken Tangvik	page 5
Readability Project Final Report by Jackie Allen Lestage	page 7

neighborhoods are in contact. Communication cannot be taken for granted. Policies must be spelled out. Better records must be kept. Memoranda must be written now where oral requests used to suffice. Xerox machines have multiplied and forests of paper are consumed. We are in transition.

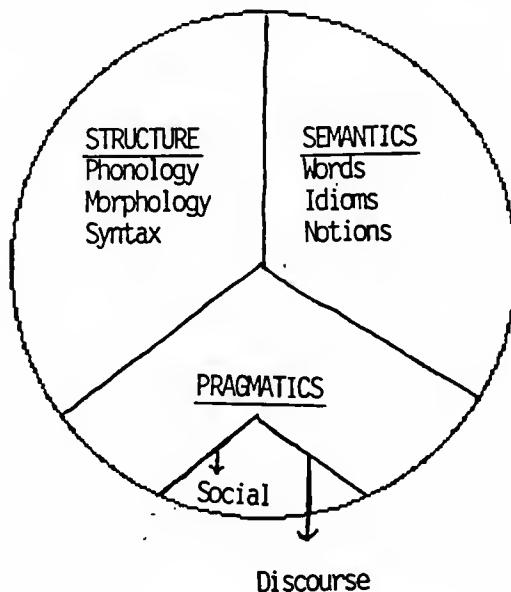
The RCC Faculty Gazette thus appears at a time of both crisis and opportunity. It is a journal established by the faculty of the college to foster and deepen communication among ourselves and with the rest of the college community. By initiating a forum, we hope to expand opportunities for professional debate and communication and for development of dialogue in the college as a whole.

The RCC Faculty Gazette, we hope, will provide thoughtful, considered information and opinion on issues of interest and concern to the faculty. We intend it to be a bridge that crosses differences. When we debate a position expressed in writing, at least we are all addressing the same question. When we answer in writing, angry emotions are blunted. Ideas can better be judged on their merits, rather than on who has proposed them and in what tone of voice.

the world we live in, but it can propose to bring us closer together in understanding and respect for each other's work. We have a beautiful new campus, but the bricks and landscaping are not the essence of the college. Our relationships with each other as colleagues, as coworkers, and as teachers with students are primary. If these deteriorate, as many believe they have, then the college is diminished. Knowledge, understanding and respect are the watchwords for this journal.

In this first issue of the RCC Faculty Gazette important academic issues predominate. The first essay, by Manju Hertzig, shares insights gained at the TESOL Conference this year. TESOL refers to the organization of Teachers of English To Speakers of Other Languages. Raymond E. Turner's short story raises familiar issues for faculty and students alike. Ken Tangvik, Chairman of the English Department, discusses the recently initiated Entrance Examination for English Composition I. His essay details the rationale for instituting the examination and answers questions that have frequently been asked by faculty. Jackie Allen-Lestage wrote her readability study on the textbooks on reserve in the Learning Resources Center last year, but it provides a baseline analysis that all faculty need to be keenly aware of. Note the appendix to her study which lists the reading level of every text. We hope you enjoy this issue. Please volunteer to contribute your insights for future issues.

Nancy Teel, Editor



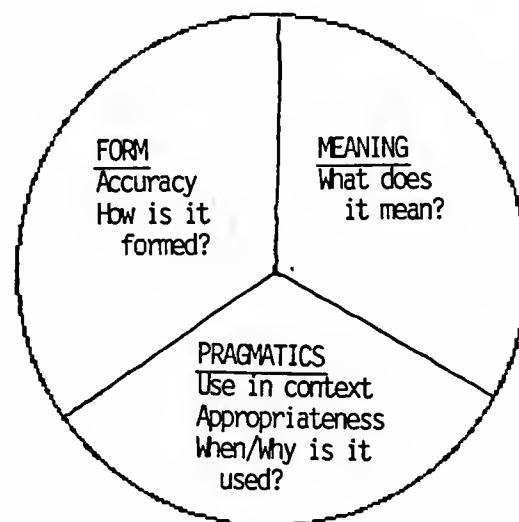
TESOL 1989
by Manju Hertzig

This year's TESOL convention was a very enriching experience for me, and I would like to share with you some of what I gained from the presentations. Instead of offering bits and pieces of various workshops attended, I thought I would detail one of the more relevant and insightful ones.

"Designing Grammar Activities Where Language and Learning Intersect" by Diane Larson Freeman, School for International Training, Brattleboro, Vermont.

Ms. Freeman applied linguistic analysis to daily classroom activities in order to look at language learning through the eyes of the learner. We analyzed grammar to understand which aspect of its use presents the greatest challenge to the learner. We then designed activities to teach it.

In this workshop Ms. Freeman proposed looking at language three dimensionally through structure, semantics and pragmatics. The diagrams below illustrate the division of language into these aspects.



An example of these three dimensions is illustrated below with relative clauses.

Example: Relative Clauses

"I just saw the person whom you're waiting for having lunch on the riverwalk."

Structure or Form: Pronoun plus Subject plus Verb plus Complement

Semantics or Grammatical Meaning: Modifier

Pragmatics or Using Language within a Context: Further describes the noun preceding it.

Once you determine which aspect of the teaching of this grammar point is most challenging to the student, you choose that aspect to teach and follow the criteria below in designing your material.

Structure

1. Ultimate Learning Objective: Automaticity of Production
2. Choice: None--- must work with the particular pattern
3. Number of Structures Introduced: One at a Time
4. Major Procedure: Repetition---not meaningless, but practicing the same form many ways.
5. Feedback: Looking for Accuracy

If you decided that FORM was the challenge for students when teaching relative pronouns then you might choose "which" and practice it alone with various examples until you saw accuracy in its use before going on to the numerous other relative pronouns.

Semantics

1. Ultimate Learning Objective: To bond form and meaning
2. Choice: Limited--- just use a few different language items
3. Number of Structures Introduced: Between 3 and 6.
4. Major Procedure: Associate form and meaning or choose from among forms to be learned.

5. Feedback: Form and meaning match or ability to discriminate between one form and another.

Example: Phrasal Verbs

Telephone Conversation using two-word separable verbs:

Hang up, Pick up, Look up

If semantics is the challenge in learning separable two word verbs, you might incorporate related ones into a contextual lesson where form and meaning become bonded immediately.

Pragmatics

1. Ultimate Learning Objective: Sensitivity to Context
2. Choice: Limited to Unlimited
3. Number of Structures: Two to unlimited
4. Major Procedure: Match item with context
5. Feedback: Appropriateness

Example: Present Perfect

If the challenge to the student in learning the present perfect tense is in selecting the correct time frame (usage), you could ask students to name three to five unusual things they have done in their lives. In your lesson you would make clear that the specific time when they did these things is not relevant.

While Ms. Freeman's thoughts do not offer any magical formula for teaching, they do help us become more aware of which aspects of teaching ESL might prove more challenging to our students than others. Knowing this allows us to better meet these challenges and facilitate learning.

The Little Student Who Could

by

Raymond E. Turner

There was once a little student who could. The student who could was named Marvel. Which one is Marvel, I thought, as I made my way through a mass of students gathered in front of the school. The students were protesting the lateness of their financial aid checks. My thoughts began to wander as I recalled an incident in New York where a student actually killed a financial aid officer because his check was not ready. The next day his check arrived as promised.

I was further distracted from my original mission by a fellow faculty member who was rushing to the parking lot.

-- How are you, Kirk, he asked. Isn't it a lovely day today?

-- Yes! I replied. But I'll probably spend the day looking for the student who could. Some students need extra help you know.

-- Extra help! They are just lazy! He responded. If I don't see them during office hours, they can forget about me because I am out of here. See you tomorrow!

I walked away from the crowd of students into the cafeteria and asked several people if they knew who Marvel was. He was my advisee but he never reported for advising. I was a bit concerned. Finally a student leaned over his chair and told me in a whisper that the student I sought was in the men's room.

-- What does he look like? I asked.

-- He is a little dude with a pair of reject sneakers on Man! Why? Is he your brother? All the students who shared his table laughed.

-- Yes! I answered. He is yours too.

After a few minutes, he entered the cafeteria.

-- Shorty! someone screamed, this dude is looking for you. Did you steal something? Marvel just hung his head and walked away from the group to sit alone by a window. The window overlooked Columbus Avenue, a street which is normally heavily traveled by automobiles. This provided a focus for Marvel.

I walked over to his table and asked him if he was alright.

--No! Man! Everybody picks on me. One of my professors said I was a nonperformer. A misfit who would accomplish nothing. I try but I get nowhere. It is no use! I am going to leave school.

--Over my dead body! You are coming to my office now! I know a bright person when I see one and you can make it!

Reluctantly, the student followed me to my office. I sat him down and proceeded to tell him what I thought his problems were. Your size or your race are not important I told him. You must apply yourself. I am willing to help you but you must make the first step. After several sessions of confidence building, I went around to his professors and assured them that the student wanted to start over and improve. I became the arm he could lean on.

Three months later, Marvel came by my office with a smile on his face.

-- What's happening! I asked.

-- Great! I received 2 A's and 2 B's this semester. Thank you professor Kirk. Without you I would have dropped out of school. Now I have a chance.

Six years later, Marvel wrote me a letter. In the letter he informed me that he was attending graduate school at MIT. He was studying astrophysics. Amazing I thought. The little student who could. I leaned back in my chair, gazed out of the window at Roxbury and smiled.

ENGLISH COMPOSITION I ENTRANCE EXAM

By Ken Tangvik

Introduction

In the Spring of 1986 the English Department decided to discuss the need for a college-wide exam that developmental students would need to pass before they could go on to English Composition I. The exam was given on a trial basis in the Spring of '87 and then again in the Fall of '87 and the Spring of '88. Finally, in the Fall of '88, after a great deal of discussion and Acuerdo approval, we decided to officially implement the exam and enforce the results.

Currently, we are working out some minor kinks in the procedures and talking with DEE and EBS about implementation of the exam so that all students under the RCC umbrella are held to the same standards in reading and writing.

Overall, the English Department feels very positive about the institution of the Entrance Exam. Although the anxiety levels among both students and faculty have significantly increased, we feel that this anxiety, for the most part, has been channelled into positive action. English faculty, both part-time and full-time, have been collaborating more and working harder than ever to prepare students for the exam. We also see that students are taking the exam very seriously and are pushing themselves to reach the level they need to attain in order to pass the exam. An example of increased student effort is the fact that last semester the pre-exam intensive workshops that were held in the TLC were overfilled with dozens of students. All of us noticed that students, for the most part, were working with a greater intensity in their Developmental Writing courses.

Although it is still too early to declare the exam a huge success, we are finding that in general, our students, with proper support, will rise to the levels of our expectations, even though it may take some students longer than others.

While those of us in the English and ESL

departments have discussed this Entrance Exam to death, it is clear that many other faculty members have questions concerning the exam. Therefore, I have organized the bulk of this article according to the most commonly asked questions about the exam.

What is the Rationale for the Exam?

The English Department has long been concerned with the problem of underprepared students in English Composition I classes. Students who are not academically prepared for English Composition I come from four sources:

1. Students who have taken and passed Developmental Writing II but have not learned the requisite skills.
2. Students who have taken and passed the advanced ESL courses, but who have not learned the requisite skills.
3. New students who take the placement test and are mistakenly placed in English Composition I when they should be in Developmental Writing or in ESL.
4. Returning students who register for English Composition I even though they do not have the prerequisites (i.e. they have not completed or have not passed Developmental Writing II or ESL Advanced Writing).

We do not know the exact percentage of underprepared students coming from each of these sources, but we know that each is significant. We also know that these particular students cause serious problems in English Composition I classes. Several of these students in a section can hold back the progress of a whole class. On an individual level these students may work very hard, but see little progress in their writing because the course is aimed above their skill level. The needs that they have are not met by the course. At the end of a semester they often feel that they should pass because they have worked so hard and are very discouraged and disappointed when they find that they have not met the standards. To attempt to minimize all of the negative consequences of underprepared students in English Composition I, the English Department decided that it was necessary to implement the exam.

Who Takes the Exam and What Does the Exam Evaluate?

All Developmental Writing II students and all Level 6 ESL Writing Students are eligible to take the exam. Also, any students from Developmental Writing I or from ESL levels 4 or 5 are eligible if they are recommended by their instructor. Finally, any student who failed the exam the previous semester is eligible to take the exam.

The exam evaluates each student's writing and reading comprehension skills. The student is asked to write two paragraphs: one using description or narration, and the other using an expository strategy. The student is expected to write a concise, well-developed, clear paragraph with a minimal amount of spelling, grammar, diction, etc., errors. Also, the student is asked to read a selection that is at a tenth to eleventh grade reading level and answer a series of questions.

Why Do English Faculty Want to Keep the Entrance Exam Separate from the Grade That the Student Receives in His/Her Writing Class?

After conducting a thorough discussion of matters pertaining to the implementation of the English Composition I Entrance Exam, English faculty decided to keep the exam separate from the grade students may earn in developmental English courses or in advanced ESL courses.

The practical implication of this policy is that a student may, for instance, fail Developmental Writing II but pass the Entrance Exam or pass the course but fail the exam.

The student may pass the course for the following reasons:

1. The teacher may allow the student to rewrite course assignments.
2. The teacher grades the students on the basis of a number of different assignments completed throughout the semester.
3. After working with the same teacher for a while, in the course of the semester the student may perform adequately because the coursework is viewed as routine,

nonthreatening activity.

The student may fail the Entrance Exam for the following reasons:

1. The exam is a one-time event that cannot be rewritten.
2. The exam is graded by a committee of English faculty, not a single faculty member.
3. The exam may turn out to be a stressful, threatening event which may negatively affect student performance.

In addition, the department has agreed that it cannot expect that the judgement of the grading committee will necessarily coincide with that of individual faculty members.

Therefore, the consensus in the department is that students may receive passing grades for the courses that prepare them for English Composition I but will be prevented from taking that course until they pass the Entrance Exam.

What Options Are Open to Students Who Fail the Exam?

While we feel that all R.C.C. students must attain a certain level of competency, we want to make sure that those students who fail the exam are given sufficient support and clear options; we want these students to see the exam as a challenge that they must rise to, rather than a dead end to their college careers. Therefore the following options are available to students who fail the exam:

1. First of all, two weeks after the exam, a make-up is given for all students who failed. During this two-week period students go over the exam with professors to see what went wrong, and intensive workshops are held at the TLC.
2. If a student fails both the first exam and the make-up, but the faculty member feels strongly that the student should go on to

English Composition I, there is an appeals process. A hearing is held and a faculty committee from the English Department will make a decision after looking at examples of the student's writing and hearing the arguments of the faculty advocate. The hearing committee consists of those members of the English Department who are not teaching Developmental Writing II during the current semester.

3. The student can retake Developmental Writing II as an audit or as a fifth course, since he/she could not receive financial aid for the same course over again.
4. If the reading skills of the student need to be strengthened, he/she could take either Developmental Reading I or II.
5. If study skills need to be developed, the student could take Issues in Applied Learning.
6. If the ESL sequence was not finished, the student could take the remaining ESL classes (there are now six levels).
7. If sentence grammar was the problem, the student could take Developmental Writing I.
8. Another option would be for the student to sign up for a series of non-credit workshops offered by Lisa Gonsalves in the TLC in the following semester.
9. If English is not the first language, and the student has not gone through the ESL Program, he/she could consider being tested by the ESL Department during registration in the following semester.

It is important to note that each student who fails the exam is encouraged to meet with the instructor and advisor in making the decision about which of these options is most appropriate.

What is the Future of the Entrance Exam?

Currently, the English Department is doing a study on the results of the exam of last semester. Most importantly, we want to know what happened to the students who failed the exam. This study will be completed soon and may appear in the next issue of this newsletter.

Overall, we will continue to use the exam every semester because we firmly believe that it is in the educational interests of our students to be challenged before they enter college-level writing courses.

READABILITY PROJECT FINAL REPORT

October 16, 1987
by Jackie Allen-Lestage

The purpose of the Readability Project is twofold: 1) To assign estimated grade levels to the textbooks on reserve in the Learning Resource Center and 2) based on the estimates, make available to faculty instructional media materials to supplement and enrich the curriculum. The Readability formulas used to determine the estimates include the Spache, Dale-Chall, Fry, Flesch, Raygor, Fog, and Smog formulas. The criteria used in each formula are described and explained in the Britannica Readability Formulas Teacher's manual. The criteria used for each sample generally involve numbers of words in a sentence, number of words with a particular number of syllables, and numbers of sentences in each sample.

To date, a letter requesting readability information has been sent to all reserved book publishers. The responses from the publishers have been minimal. The responses received indicate that very little, if any, information on readability issues is a concern or interest of publishing companies. McGraw-Hill did forward some grade estimates on their texts. The books on reserve have been run through the seven readability formulas series and estimates have been assigned to each textbook.

In Fall '87, the L.R.C. will present the Readability Project and its results to the R.C.C. community via a week long forum series. Preparations for the series are currently being discussed and planned.

Although Readability can provide additional evaluative textbook information, educators often refer to Readability as an "inexact science". This opinion results from the facts that: 1) the results are subjective on the part of the evaluator, 2) different

formulas often produce different estimates for the same textbook. In this particular study, grade level estimates were assigned based on the consistency of grade levels determined by each of the 7 formulas. And, 3) selections from texts for evaluation are selected at random. In this study, three selections from each text were randomly chosen and a grade level was assigned to the text based on the results of those three selections. Intermittently, three different samples from the same texts were evaluated and the results were a grade level or two above or below the original results of the first three selections. In these cases, the consistency of grade levels determined by each of the 7 formulas provided the basis for the grade level estimate.

A suggestion for future Readability studies is that more than one Readability Formula software program be used for each text in order that the evaluator have a broader base for comparison, evaluation, and grade level estimation. The Encyclopedia Britannica Readability Formulas program was used for this study. If the study were to be expanded, the evaluator might consider using additional software programs such as the Readability Index by Educational Activities and Readability Calculations by the Mass Power and Light Company in addition to the Britannica program.

Another suggestion for future Readability studies is that the faculty using the texts being evaluated be consulted and involved in the study and in assigning the grade level estimates for their course books. Being aware of and involved in the study process could provide faculty with further insight into textbook selections.

Because Readability does provide another option for textbook evaluation, the L.R.C. might consider expanding the study to include all texts which are housed in the L.R.C. The results could be noted in the card catalogs files and on the classification stickers on each book. Faculty and students could benefit from this additional information. At the very least, the study should be continued on all new books added to the reserved books' shelves.

233 books on reserve in the L.R.C. were evaluated in the Readability Formulas Study. The results are as follows:

%	at	Grade Level
3%		3 and 4
3%		6 and 7
4%		8
7%		high school freshman

4.8%	high school sophomore
14.5%	high school junior
17.5%	high school senior
21%	college freshman
11%	college sophomore
6.9%	college junior
5.6%	college senior
2%	graduate school

The Readability Project notebook, housed in the Learning Resource Center, contains the collection of individual textbook scores as determined by each of the 7 formulas and the grade level estimates for each text. The page numbers for each selection of each text are also included. The Britannica Formulas Teacher's manual which contains a description of the study's processes is also included in the notebook. During the Fall forum series, this information will be shared with participants.

The Readability Formulas Study was an interesting and challenging project. L.R.C. Director, Monica Bond, and her staff provided the support, direction, assistance, and cooperation which was necessary to bring this project to fruition. The opportunity to work on this project in the L.R.C. is deeply appreciated.

BIBLIOGRAPHY

TEXTS

Anderson, Paul. New Essays in Technical and Scientific Communication: Research Theory, Practice. Farmingdale: Baywood Publishing Co., 1987.

Gunning, Robert. The Technique of Clear Writing. New York: McGraw-Hill. 1968.

Spache, George. Good Books for Poor Readers. Champagne, Ill.: Gerard Publishing Co. 1966.

JOURNALS

Bormuth, John. "Readability: A New Approach." Reading Research Quarterly, vol. 1 (Fall, 1966), pp. 79-132.

Britton, Gwyneth and Margaret Lumpkin. A Consumer's Guide on Readability. Corvallis Ore.: Britton and Associates, 1977.

Dale Edgar and Jeanne Chall. "A Formula for Predicting Readability." Educational Research Bulletin, vol. 2 (Jan., 1948), pp. 11-20.

Danielson, Kathy Evert. "Readability Formulas: A Necessary Evil." Reading Horizons, vol. 27, #3, (April, 1987), pp. 178-188.

Flesch, Rudolf. "A New Readability Yardstick." Journal of Applied Psychology, vol. 32, (June, 1948), pp. 221-233.

Fry, Edward. "The Varied Uses of Readability Today." Journal of Reading, vol. 30, #4, (Jan., 1987), pp. 338- 343.

Fry, Edward. "A Readability Formula That Saves Time." Journal of Reading, vol. 11, #7, (April, 1968), pp. 513-516, 575-578.

Fry, Edward. "Fry's Readability Graph: Clarifications, Validity, and Extension to Level 17." Journal of Reading, vol. 21, #3, pp. 242-257.

Fry, Edward. "The Readability Principle." Language Arts, vol. 52, #6, (Sept., 1975b), pp. 847-851.

Klare, George. "Assessing Readability." Reading Research Quarterly, vol. 10, #1, (1974-1975), pp. 62-102.

Kretschmer, Joseph. "Updating the Fry Readability Formulas." The Reading Teacher, vol. 29, #6, (Mar., 1976), pp. 555-558.

Maginnis, George. "The Readability Graph and Informal Reading Inventories." The Reading Teacher, vol. 22, #6, (March, 1969), pp. 516-518, 559.

McLaughlin, G. "Smog Grading- A New Readability Formula." Journal of Reading, vol. 12, pp. 639-646.

Raygor, Alton. "The Raygor Readability Estimate: A Quick and Easy Way to Determine Difficulty." Reading: Theory, Research and Practice, (ed. by P. David Pearson) Clemson, SC: National Reading Conference, 1977, pp. 259-263.

Swanson, C. "Readability and Readership: A Controlled Experiment." Journalism Quarterly, vol. 25, (1948), pp. 339-345.

SOFTWARE

Encyclopaedia Britannica. Readability Formulas: Computer Based Learning. Chicago: Encyclopaedia Britannica Educational Corporation, 1984.

Educational Activities. The Readability Index.

Mass Power and Light Company. Readability Calculations.

About the contributors to this issue:

Jackie Allen-Lestage is Assistant Professor of English.

Manju Hertzig is Instructor of English as a Second Language.

Ken Tangvik is Assistant Professor of English.

Nancy Teel is Associate Professor of English.

Raymond E. Turner is Assistant Professor of Mathematics and Chemistry.

Thanks to the following people who provided editorial, technical and moral support for this issue: Angel Amy-Moreno, Richard Ellis, Eric Entemann, Orland Fernandes, Lisa Gonsalves, Glascreta Honeyghan, Michael Impastato and Raymond E. Turner.

APPENDIX TO RCC FACULTY GAZETTE

FROM READABILITY PROJECT FINAL REPORT

<u>BOOK TITLE</u>	<u>SAMPLE PAGE #s</u>	<u>GRADE LEVEL ESTIMATE</u>
Access to Literature	5, 317, 802	College Freshman
Accounting: The Basis for Business Decisions	19, 412, 765	H. S. Senior
An Activities Handbook for Teachers of Young Children	4, 99, 231	College Sophomore
Adult Development and Aging	4, 63, 285	College Freshman
Adult Development and Learning	37, 140, 427	College Senior
Advanced Listening Comprehension	4, 67, 132	H.S. Sophomore
Algebra (Introductory)	2, 398, 520	H.S. Sophomore
All About Words	42, 217, 329	H.S. Junior
America's Black Musical Heritage	5, 120, 248	H.S. Senior
American Negro Poetry	14, 90, 176	College Freshman
American Tradition in Lit.	3, 841, 1702	College Freshman
Among the Valiant	20, 67, 248	H.S. Junior
Anne Frank	27, 101, 118	Grade 7
Applied Electronics	27, 117, 313	College Sophomore
Arboriculture: Care of Trees, Shrubs, and Vines in the Landscape	21, 283, 619	College Freshman
Arithmetic	42, 357, 453	Grade 4
Basic: An Intro to Computer Programming	1, 111, 327	College Freshman
Basic Business Math	1, 107, 225	College Freshman
Basic Electronics	10, 295, 596	College Freshman
Basic Math for Calculus	169, 221, 290	College Sophomore
Basic Mathematical Skill	15, 282, 628	College Sophomore
Basics of American Politics	5, 107, 243	H.S. Senior
Bedford Reader	1, 265, 529	H.S. Junior
Before the Mayflower	25, 293, 632	H.S. Junior
Biology	13, 397, 962	College Sophomore

I

<u>BOOK TITLE</u>	<u>SAMPLE PAGE #s</u>	<u>GRADE LEVEL ESTIMATE</u>
Biology, An Intro	4, 255, 533	College Sophomore
The Black Composer Speaks	1, 108, 369	H.S. Senior
Black Theater	45, 179, 382	H.S. Freshman
Black Voices	25, 113, 537	College Junior
Black Women in the Lab Force	1, 47, 77	College Senior
Black Women Writers	3, 206, 478	H.S. Junior
Black Writers of America	5, 380, 884	H.S. Senior
Blues People	4, 55, 178	College Junior
Brief Calculus w/ Applicat.	2, 186, 578	H.S. Junior
Business Mathematics	15, 163, 341	H.S. Junior
Capitol Courthouse and City Hall	5, 189, 429	College Junior
Carribean Transformations	58, 143, 326	Graduate School
Check In, Check Out	15, 186, 353	College Sophomore
Chemistry	10, 371, 739	College Sophomore
Chemistry: Structure and Dynamics	7, 336, 727	College Junior
Children of the Holocaust	9, 111, 335	H.S. Junior
College Chemistry	1, 71, 206	College Junior
College Writing Skills	5, 112, 374	College Junior
Composing One	7, 49, 158	H.S. Senior
Composition Steps	5, 75, 132	Grade 4
Computer Fundamentals: Information Age	1.19, 5.31, A.6	College Freshman
Computer Programming in Cobol	1, 97, 187	H.S. Sophomore
Computers and Data Processing Today	37, 185, B116	College Junior
Computers Today	8, 297, 592	College Sophomore
Contemporary Macroeconomics	26, 183, 511	College Freshman
Contemporary Microeconomics	3, 135, 301	College Freshman

<u>BOOK TITLE</u>	<u>SAMPLE PAGE #s</u>	<u>GRADE LEVEL ESTIMATE</u>
Conversation Book	13, 58, 135	Grade 8
Cost Accounting	2, 361, 641	College Sophomore
Cultural Anthropology	5, 93, 208	College Sophomore
The Cultural Experience	8, 81, 197	H.S. Junior
Dark Symphony	14, 191, 515	College Freshman
Dare to Discipline	5, 89, 166	College Freshman
Data File Programming in Basic	2, 110, 309	H.S. Junior
Developing Reading Skills	24, 87, 156	Grade 3-4
Diary of Anne Frank	27, 103, 125	Grade 7
Dimensions	11, 171, 426	H.S. Senior
Early Negro Writing	13, 216, 625	College Freshman
Economics	1, 175, 356	College Sophomore
Effective Human Relations	5, 191, 295	College Sophomore
Electronics Circuits and App.	25, 205, 395	College Senior
Elementary Composition I & II	23, 50, 102	Grade 7
Elementary Statistics	12, 201, 523	College Freshman
Elements of Style	6, 32, 70	College Freshman
English Sentences	1, 107, 248	Grade 7
The Essay Connection	3, 139, 346	H.S. Senior
Essentials of Accounting	14, 58, 96	H.S. Junior
Essentials of Managerial Finance	73, 307, 636	College Freshman
Essentials of Marketing	39, 165, 392	College Freshman
Exceptional Children: Intro to Special Education	5, 104, 440	College Junior
Expanding Reading Skills, Adv.	27, 70, 97	College Freshman
Explorations in Basic Biology	44, 193, 258	College Freshman
Exploratory Electronics	2.0, 9.1, 19	H.S. Junior
Exploring Child Behavior	15, 187, 585	College Freshman

<u>BOOK TITLE</u>	<u>SAMPLE PAGE #s</u>	<u>GRADE LEVEL ESTIMATE</u>
Economics Study Guide	1, 239, 482	College Sophomore
The First Aid Book	1, 115, 197	H.S. Sophomore
First Time: The Historic Vision of an Afro-American People	7, 39, 171	College Senior
Five Slave Narratives	2, 51, 63	H.S. Freshman
Fortran with Problem Solving	5, 109, 333	College Freshman
From Gunboats to Diplomacy	8, 99, 207	College Senior
From Idea to Essay	3, 91, 390	H.S. Junior
From Slavery to Freedom	3, 229, 422	H.S. Senior
From the Dark Tower	25, 127, 216	H.S. Senior
Fundamentals of English Gram.	55, 215, 489	Grade 2-3
The Fundamental English Handbook and Rhetoric	1, 29 sec. 2, 149	Grade 6-7
Fundamentals of Psychology	7, 235, 437	College Freshman
Fundamentals of Structured Cobol	1, 147, 491	H.S. Junior
Further up the Organization	8, 89, 237	H.S. Sophomore
Games Nations Play	17, 237, 473	College Sophomore
General Zoology	121, 342, 647	College Senior
Getting It Together	3, 61, 87	Grade 8
Government by the People	31, 222, 544	College Sophomore
The Grammar Book - ESL	10, 135, 491	H.S. Junior
Guide to the Whole Writing Process	10, 82, 163	H.S. Senior
Handbook of Electronic Systems Design	1.65, 5.7, 7.3	College Junior
Handbook for Real Estate	1, 83, 165	H.S. Senior
Health and Social Environment	3, 170, 239	College Sophomore
The Helping Interview	7, 71, 159	H.S. Junior
Hide or Seek	17, 105, 159	H.S. Freshman
A History of Latin American Art and Architecture	13, 116, 275	College Freshman

<u>BOOK TITLE</u>	<u>SAMPLE PAGE #S</u>	<u>GRADE LEVEL ESTIMATE</u>
How Capitalism Underdeveloped Black America	24, 170, 227	College Sophomore
How Europe Underdeveloped Africa	3, 95, 173	College Sophomore
Human Anatomy and Physiology	9, 323, 406	H.S. Senior
Hunt Economics	7, 151, 493	College Senior
Ideas and Patterns for Writing	15, 197, 412	College Sophomore
Idioms in Action	11, 61, 75	Grade 3-4
Impact: Adult Literacy and Language Skills	8, 58, 144	Grade 3
Impact: Adult Reading and Language Skills	14, 35, 113	Grade 4
Impact: Adult Reading Skills	7, 41, 116	Grade 6-7
Improving Aural Comprehension	96, 144, 184	H.S. Junior
Index to Modern English	19, 188, 281	H.S. Junior
The Informed Writer	30, 185, 419	College Freshman
In Print: Critical Reading and Writing	3, 152, 275	College Freshman
Inquiry into Life	19, 349, 713	H.S. Junior
Intermediate Accounting	23, 221, 579	College Junior
The International Crisis in the Caribbean	1, 59, 153	Graduate School
Interviewing Principles and Practices	7, 103, 163	College Senior
Interviews with BlackWriters	3, 79, 259	H.S. Senior
Intro to Computer Programming RPG	2.19, 7.1, 12.25	H.S. Sophomore
Intro to Electronics	14, 216, 369	H.S. Senior
Intro to Literature	29, 533, 822	H.S. Junior
Intro to Special Education	11, 147, 409	College Freshman
Intro to Structured Cobol	1.7, 4.5, 7.1	H.S. Senior
Journalism and the Media	1, 81, 167	College Freshman

<u>BOOK TITLES</u>	<u>SAMPLE PAGE #s</u>	<u>GRADE LEVEL ESTIMATE</u>
Julius Caesar	VII, 89, 211	H.S. Senior
Kindergarten and Early Schooling	3, 123, 295	College Freshman
Language Skills for Journalists	1, 87, 185	H.S. Senior
Law for Business	12, 165, 722	College Freshman
Learning Experiences in Electronics	12, 92, 208	College Freshman
Learning Experiences in Transistors	12, 106, 278	College Sophomore
Life and Times of Frederick Douglass	15, 333, 466	College Freshman
Literature: An Intro to Fiction, Poetry and Drama	10, 429, 1352	H.S. Senior
Literature: Structure, Sound, & Sense	3, 441, 1414	H.S. Junior
The Lively Art of Writing	19, 103, 165	H.S. Junior
Lodging and Food Service Industry	4, 63, 267	College Freshman
Macroeconomics by Gardner	5, 209, 385	College Freshman
Microeconomics by McKenzie	7, 123, 466	H.S. Senior
Macroeconomics by Reynolds	7, 150, 287	H.S. Freshman
Main Currents in Caribbean Thought	1, 103, 229	Graduate School
The Mainstream of Algebra and Trigonometry	2, 65, 391	College Sophomore
Management	11, 243, 569	College Senior
Managing for Results	3, 111, 225	College Freshman
The Man of Words in the West Indies	1, 111, 168	College Freshman
Manual of Landscape Plants	1, 284, 495	H.S. Junior
Marketing: Basic Concepts	27, 312, 620	College Sophomore
Intro to Marketing	5, 211, 521	College Junior
Mastering American English	1, 51, 163	H.S. Sophomore

<u>BOOK TITLES</u>	<u>SAMPLE PAGE #S</u>	<u>GRADE LEVEL ESTIMATE</u>
Medical/Surgical Nursing	3, 475, 1080	College Sophomore
Men of Math	3, 211, 406	H.S. Senior
Microbiology	24, 217, 543	College Junior
Microeconomics by Sichel	15, 125, 424	College Freshman
Microeconomics by Reynolds	25, 101, 351	College Freshman
Minicomputer Systems	11, 283, 397	College Junior
Minorities in American Soc.	89, 249, 415	College Junior
The Music of Black Americans	25, 184, 429	College Junior
Music: A Way of Life for the Young Child	1, 51, 211	College Sophomore
Narrative of the Life of Frederick Douglass, An American Slave	33, 77, 159	College Senior
Native Sons	13, 87, 143	College Freshman
Negro Caravan	3, 431, 960	College Senior
The Negro in Art	3, 8, 138	College Freshman
News Reporting and Writing	4, 155, 593	College Freshman
No Hot Water	3, 125, 153	H.S. Freshman
Nursery School & Day Care Center Management Guide	5, 89, 273	College Junior
The Nursery School and Kinderg. Human Relationships and Learning	21, 147, 247	College Junior
Nutrition: Concepts and Controv.	3, 187, 386	H.S. Junior
Observing and Recording the Behavior of Young Children	3, 87, 178	College Freshman
Office Practices	57, 273, 411	H.S. Senior
On Paper	5, 160, 295	College Freshman
Passages	20, 285, 351	H.S. Sophomore
Pathfinders	69, 277, 528	H.S. Junior
Patterns for College Writing	1, 120, 293	H.S. Senior
Patterns Plus: A Short Prose Reader with Argumentation	5, 181, 343	College Freshman

<u>BOOK TITLE</u>	<u>SAMPLE PAGE #s</u>	<u>GRADE LEVEL ESTIMATE</u>
A People and a Nation	64, 296, 393	H.S. Senior
People, Power, & Politics	15, 189, 296	College sophomore
Physical Fitness: A Way of Life	7, 118, 202	H.S. Senior
Physics	8, 283, 581	H.S. Junior
The Political Economy of Race and Class in South Africa	7, 119, 323	Graduate School
Practical Electronics for Career Preparation	73.1, 99.1, 129.1	College Junior
Practice Exercise in News Writing	5, 85, 181	H.S. Sophomore
Property Management	19, 129, 262	College Senior
The Psychology of Human Behavior	63, 241, 383	H.S. Senior
Psychology of Adjustment and Human Relationships	11, 181, 415	H.S. Junior
Purchasing: Selection and Procurement for the Hospitality Industry	65, 146, 377	H.S. Senior
Quantity Cooking	15, 135, 363	H.S. Sophomore
Race, Economics and Corporate America	18, 96, 209	Graduate School
Reader's Choice: ESL Reading Skills Textbook	20, 148, 178	H.S. Junior
Reading for Adults	10, 46, 93	Grade 6-7
Reading Skills Handbook	17, 185, 401	H.S. Senior
Readings in Black American Music	7, 104, 253	College Freshman
Reinventing the Corporation	27, 119, 214	College Freshman
The Research Paper	8, 76, 138	H.S. Senior
Reporting for the Print Media	3, 101, 201	H.S. Senior
Reveille for Radicals	24, 89, 205	H.S. Senior
The Riverside Reader	3, 211, 445	College Freshman
The Sale and Purchase of Restaurants	3, 61, 151	H.S. Senior

<u>BOOK TITLE</u>	<u>SAMPLE PAGE #S</u>	<u>GRADE LEVEL ESTIMATE</u>
Revolutionary Petunias	1, 20, 30	College Sophomore
Science & Technology: A Reader	1, 57, 131	H.S. Senior
Sentence Skills	11, 94, 327	Grade 8
Sex and Racism in America	39, 68, 133	College Freshman
A Short Course in Writing	2, 114, 270	College freshman
A Short Guide to Writing About Literature	23, 92, 237	H.S. Senior
Short Model Essays	13, 234, 359	H.S. Junior
Side by Side	23, 77, 180	Grade 3-4
The Slave Community	4, 91, 321	College Junior
Slave Populations of the British Caribbean	33, 317, 395	College Sophomore
Slavery Illustrated in Its Effects upon Women and Domestic Society	9, 39, 95	Graduate School
Speak With Confidence	6, 104, 236	H.S. Junior
Social Perspectives in the History of Economic Theory	1, 121, 281	Graduate School
Sociology	15, 172, 379	College Freshman
Statistics: An Intuitive Approach	7, 122, 183	College Freshman
The Stranger	4, 64, 123	H.S. Freshman
Stride Toward Freedom	18, 76, 209	H.S. Sophomore
The Strong Willed Child	29, 73, 211	H.S. Junior
Students Book of College Eng.	5, 100, 247	H.S. Freshman
The Successful On-Site Manager	9, 126, 225	H.S. Senior
Supervision in the Hospitality Industry by Daschler & Ninem.	27, 112, 213	College Freshman
Systems Analysis and Design	1, 145, 493	H.S. Senior
Taking Care of Your Child	12, 143, 246	H.S. Freshman
Theme and Variance	54, 255, 299	H.S. Senior
Things Fall Apart	9, 83, 167	Grade 7

<u>BOOK TITLE</u>	<u>SAMPLE PAGE #S</u>	<u>GRADE LEVEL ESTIMATE</u>
Think, Read, React, Plant Write, Rewrite	19, 199, 264	H.S. Junior
To Kill a Messenger	1, 97, 280	H.S. Junior
Toward a New Psychology of Women	1, 53, 98	College Sophomore
Understanding Marketing	3, 106, 259	College Senior
University Physics	18, 131, 789	College Sophomore
Witnessing Slavery	11, 100, 138	Graduate School
Women: A Feminist Perspective	23, 179, 456	College Senior
Word Processing	19, 45, 84	College Freshman
Word Processing: Concepts & Careers	18, 164, 228	H.S. Senior
Word Processing Concepts	25, 68, 103	College Freshman